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ABSTRACT

This paper develops an instructional design process for teaching a time management course to head nurses and supervisors. (The course was conducted at the Veterans' Administration Medical Center, Lincoln, Nebraska, and was based on "A New Instructional Design Development Process for Instructors of Adults," by Mary Jane Even.) The paper covers course organization, course planning, instructional planning, analysis of the instructional plan, and evaluation of the course. Consideration of seven essential components is built into its design: the instructor, the adult learner, the teaching-learning process, the subject matter content, the group characteristics, the climate (environmental setting), and the internal and external influence on the group. The paper contains a bibliography, needs assessment survey, content need assessment, course workbook, conference evaluation form, evaluation of objectives, personnel job descriptions, and a proposal for management development to be submitted to the Cooperative Health Manpower Education Program (CHMEP). (KC)

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AN INSTRUCTIONAL DESIGN PROCESS FOR A COURSE ON TIME MANAGEMENT FOR HEAD NURSES AND SUPERVISORS AT A VETERANS ADMINISTRATION MEDICAL CENTER

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AUSTRALIA

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROCESS 1: COURSE ORGANIZATION	2
PROCESS 2: COURSE PLANNING	12
PROCESS 3: INSTRUCTIONAL PLANNING	16
PROCESS 4: ANALYSIS OF INSTRUCTIONAL PLAN	37
PROCESS 5: EVALUATION	40
CONCLUSION	45
BIBLIOGRAPHY	46
APPENDICES	47

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INTRODUCTION

As an instructor analyzes designs and prepares an instructional setting for adult learners, seven essential components must be carefully considered if the learning is to be effective: the instructor; the adult learner; the teaching-learning process; the subject matter/content; the group characteristics; the climate--environmental setting; and the internal and external influence on the group.[1]

An instructor should attempt to provide an effective learning experience for the individuals in the group and to overcome the factors which hinder this goal. An analysis of the problems associated with these seven factors, related to the instructional process for adult learners, will enable an instructor to better achieve his goal.

The purpose of this paper is to develop an instructional design process for teaching a time management course to head nurses and supervisors at the Veterans' Administration Medical Center, Lincoln, Nebraska. In designing this course, the instructor has utilized, "A New Instructional Design Development Process for Instructors of Adults" by Mary Jane Even.

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[1] M. J. Even, Objectives of Instruction of Adult Learner Course Handout, ACE 822, University of Nebraska-Lincoln, Spring 1980.

PROCESS 1--COURSE ORGANIZATION: Organizing Course Related Information, Processes, and Procedures.

1a. The mission of the Cooperative Health Manpower Education Program (CHEP) is to increase the available health manpower and improve the competencies and performance of practicing health professionals in its geographical area. To achieve this mission, the following goals have been established for the program:

Goal 1. Develop cooperative working relationships among the Veterans' Administration (VA) Medical Center, educational institutions, health services agencies, and the community, and formalize those relationships into a consortium that will work to achieve program goals.

Goal 2. Provide basic vocational, undergraduate, and graduate medical and health professions education and training programs to meet the health manpower needs of the area.

Goal 3. Offer, and assist other agencies and organizations offer, continuing education programs for health care professionals in the area.

Goal 4. Develop and maintain mechanisms to coordinate acquiring, using, and sharing resources related to educational activities for the health professions.

Goal 5. Assist and facilitate, where appropriate, the educational programs and activities of the host VA Medical Center.

Goal 6. Facilitate the integration of VA Medical Center programs and resources with community programs and resources to maximize resource availability for the health care of veteran as well as community patients.

Goal 7. Continue evaluation of all CHEP programs and activities to determine progress toward goals and ascertain impact.
This course on time management is an education and training course which will assist in the improvement of patient care and is related particularly to Goal 4.

1b. CHEP has a philosophy which allows instructors freedom in choosing instructional procedures, except that the procedures should be relevant to the group being taught. In this case, it was suggested that each session should be well-organized and tightly structured as the group of head nurses preferred courses which were structured.[2]

1c. There will be 14 women in the course including: the Chief and Assistant Chief of Nursing Services; the Associate Chief of Nursing Education; 7 head nurses who work during the day from 7:30 a.m.-3:30 p.m.; the out-patients supervisor; the operating theatre supervisor; and the evening and night supervisors. The age of the group ranges from the mid-30's to the late-50's. There is also quite a range of experience--some have only three to four years experience whereas a number have over ten years experience. Several have baccalaureate degrees in nursing and the rest hold diplomas of nursing. In addition, there is a large difference in the kind of tasks each person fulfills and the number of staff supervised, as the following table indicates.

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[2]Discussion with Mr. J. George, CHEP and Margaret Bryan, Associate Chief of Nursing Education.

Position	Patients	# of Staff to Supervise	Description
Chief, Nursing Services	--	1	Responsible for overall conduct of nursing services and its integration with other services
Assistant Chief Nursing Services	--	12 Head Nurses & Supervisors	Organizing and controlling supervisors and head nurses in delivery of patient care
Associate Chief Nursing Ed. Services	--	1 instructor	Plans, organizes, implements and evaluates all education for nursing services
Head Nurse Medical Ward	51	30 17 nurses 13 technicians	Very large ward; short to long-term patients, chronic illnesses
Head Nurse Surgical Ward A	40	13-15 9 nurses 4-6 technicians	Short-term patients; acute care
Head Nurse Surgical Ward B	40	13-15 9 nurses 4-6 technicians	Short-term patients; acute care
Head Nurse Intensive Care	7	13 nurses	High stress ward
Head Nurse Haemo Dyalysis	4	3 1 nurse 2 technicians	Regular patients
Head Nurse Psychiatric (Alcoholism)	30	12-13 9-10 nurses 3 assistants	High recurrence rate; long-term; chronic illness; difficult to see results in treatment
Head Nurse Psychiatric	26	11-12 7 nurses 4-5 assistants	High recurrence rate; long term; chronic illness; difficult to see results in treatment
Operating Theatre Supervisor	Varies	11 6 nurses 5 assistants	Patients scheduled for operations

Position	Patients	# of Staff to Supervise	Description
Outpatient Supervisor	Varies	3 2 nurses 1 assistant	Walks in patients
Evening Supervisor	Supervises all wards during evening period		
Night Supervisor	Supervises all wards during night period		

This group will be a difficult group to instruct because of range of ages, differences in experience and background, and differences in tasks and number of staff supervised.

1d. This course is the third of a four-part series.

1. Introduction to Supervisory and Basic Management Skills--twelve 2-hour sessions--24 hours total.
2. Workshop on Performance Appraisal and Counselling--two 1-day workshops--10 hours total.
3. Time Management--six 2-hour sessions--12 hours total.
4. Labor Relations--four 2-hour sessions--8 hours total.

Participants will have some entry knowledge about time management but it will be very basic. Consequently, it will be necessary to present basic information on time wasters, setting goals, developing priorities, planning, delegating, and evaluating use of time.

1e. The instructor was chosen to teach the course because of expertise in the content area and because of experience and skill in handling adult learners.

1f. Nursing Services at the Veterans' Administration Medical Center requested CHEP to provide management training for Head Nurses and Supervisors. A proposal for determination of need was submitted and accepted by Nursing Services. This involved a questionnaire (see Appendix A) and a structured interview. CHEP then embarked upon the process of needs assessment by having the questionnaires completed and by individually interviewing the Chief of Nursing Services, all Head Nurses, and Supervisors.

The objective of the needs assessment was to provide CHEP with informational input data from the respective training participants, as the most significant kinds of learning occur when it is problem centered and perceived as such by the learner. The problem then becomes intrinsically motivating to the learner and causes direction wherein the learner has internalized a responsibility for guiding and actively participating in the learning activity.

A need can be defined as a discrepancy between what is and what should be. The needs assessment process provides a mechanism for obtaining input from the target audience to determine their educational/training needs, and allows those needs to be translated into learning experiences/activities that can be utilized to remove the existing discrepancies.

One of the areas of need identified was the need to organize and manage time. The purpose of this course is to identify the internal and external variables that influence a Head Nurse or Supervisor's time.[3]

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[3]CHEP Proposal for Management Development for LVAMC Nursing Service, p. 4.

Content will include: analyzing the organizational framework for planning; setting goals; delegating; arrange tasks in priority order; and identifying time wasters.[4]

Even though this previous needs assessment has legitimized the course content, the participants will be involved in planning the learning experience. During the first class session, each participant will be given a content assessment form to complete. This will identify what areas of content will need to be covered, what participants are expecting to learn, and their level of knowledge and experience on each topic. As a result of assessing the entry behavior, the instructor will be able to adapt the procedures and material covered to the general level of the group and to the specific needs of the individual learners. This assessment will give further legitimacy to the course design developed by the instructor.

lg. There are a number of apparent organizational and individual needs which have been identified by the needs assessment. These include: planning use of time for various responsibilities such as supervising staff, committee meeting and working with medical staff; knowing how and what to delegate; follow-up of delegation; how to overcome time wasters after they have been identified; and setting goals and priorities. In addition, personal discussion with several key staff members, such as Associate Chief for Nursing Education, have confirmed the above responses. Other factors listed included: Priority setting is difficult as the head nurses and supervisors are constantly subject to a

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[4]Loc. cit.

number of conflicting pressure; dissatisfaction is high; there is evidence of peer competition and negative feedback; and a very centralized system of management.

1h. Course Budget.

The budget needs for this course are as follows:

8 copies, The Time Trap	$ 24.00
8 copies, How to Get Control of Your Time	16.00
*Typing of Workbook and Instructional Design	70.00
Instructor's fee	300.00
*Xeroxing of 20 Workbooks	40.00
Audio-visual supplies (film hire, transparencies)	30.00
	$480.00

There is no need to provide for the hire of equipment as the VAMC have the necessary audio-visual equipment in their conference room (such as an overhead projector and 16mm movie projector). The items marked with an asterisk will also be completed by CHEP support staff, and so are not a "real" cost, in budgetary terms. In addition, coffee, name tags, etc., will be provided by CHEP for the course.

1i. The title of the course is An Introduction to Time Management for Head Nurses and Supervisors. This is an introductory course concerning principles of time management related to the job functions of head nurses and supervisors.

1j. This course is of three weeks duration and will consist of six 2-hour class sessions, two sessions being held each week. The course will begin on April 15th and end on May 1st.

1k. This course is simply a required inservice course for all head nurses and supervisors, and as such does not receive credit for certification requirements or continuing education units.

1l. The time management course is a beginning introductory course. The purpose of this course is to give an overview of the principles of time management as they apply to the role of the head nurse and supervisor.

1m. The methods of instruction which the instructor considers to be needed to accomplish the purpose of this course include: lecture; nominal group technique; group project work; problem-solving experiences; question and answer; and discussion groups.

1n. Suggested resources for the course are as follows:

*Geering, Adrian D., Time Management Workbook.

*Lakein, Alan, How to Get Control of Your Time and Life (New Jersey: New American Library, 1974.)

*Mackenzie, R. Alec, The Time Trap (New York: McGraw-Hill, 1972).

Mackenzie R. Alec, and Ted Engstrom, Managing Your Time (Michigan: Zonderman Books, 1972).

*Veterans' Administration Medical Center, Functions and Responsibilites of Head Nurse.

Film, The Time of Your Life

*Required for course.

1o. Tentative Outline for Course, Time Management for Head Nurses and Supervisors at VAMC, Spring, 1980, Adrian D. Geering.

Tiger Room, Building 5

Tuesday and Thursday 1:30-3:30 p.m.

Beginning April 15, ending May 1.

April 15 Introduction to course, how to do a time log, identifying timewasters.

April 17 Writing goals.

April 22 Analysis of time log--rewrite goals related to functions of head nurse.

April 24 Writing priorities and planning.

April 29 Delegating.

May 1 Summary, action plans for job, long-term evaluation procedures, evaluation of course.

Methods of Instruction:

1. Lecture.
2. Discussion.
3. Question and answer.
4. Group project work.
5. Problem solving exercises.
6. Nominal group technique.

1p. Some other resources available to students which may facilitate their learning and application of time management principles are as follow:

1. University Library.
2. Lincoln Public Libraries.
3. VAMC Library.
4. CHEP--Mr. J. George.

1q. Particular concerns which may need to be considered are:

1. How to handle crisis situations which are constant sources of disruption of routine.

2. How to cope with increasing expectations from all sources--medical staff, assistant chief of nursing services and patients.
3. How to effectively deal with staff who are not performing adequately.
4. How to plan proactively when one seems to be reacting to needs and situations all the time.
5. How to effectively delegate to staff and do follow-up on staff.

PROCESS 2--COURSE PLANNING: Developing Processes for Needs Assessment and Objective Formulation

2a. The participants in this course will be involved in cognitive and affective learning. Their knowledge about time management will be increased as they learn how to apply principles and concepts to role requirements and problems facing them on the job. During the process of applying this knowledge they will learn the value and potential application of this process to their total job situation.

2b. The educational objectives for this course will be written both generally and specifically. Generally, as the students will require some general objectives for the course, and because the instructor is a humanist. Specifically, as the participants through two representatives of the organization, have stated that they want a tight structure (behavioralistic) and definite direction for the course to give them a better idea of what they will be required to learn and also as they have very specific problems. These specific objectives will direct the learning experience but will not be shared with participants until the final session when the course is evaluated.

2c. The content of the course will be related to the needs of the learners and the problems which they are experiencing in their role as head nurses and supervisors. Consequently, an overview of time management principles will be provided. The course will consist of five topics of study which are as follows:

1. Goal writing and analysis.

2. Prioirities.
3. Planning.
4. Delegation.
5. Time Wasters.

2d. As this course is of an intioductory nature, an overview of the major principles and ways of managing time will only be given. Limited content will be given as important learning will take place through the process of applying these principles of time management to specific job requirements and problems.

2e. Objectives for this course:

General Objectives

1. To demonstrate an understanding of the principles of effective time management and organization relevant to the role of the head nurse.
2. To apply the principles of effective time management and organization to solving the problems related to the role of the head nurse.
3. To learn how to use a process of time management.

Specific Objectives

1. To list orally four common misconceptions about time management.
2. To list orally and define the four major concepts used in time management.
3. To complete and analyze a time diary.
4. To write job goal statements related to the organizationally identified functions of the head nurse.
5. To use the ABC technique in arranging goal statements in priority order.

6. To identify three major job time wasters and write down the steps necessary to reduce these.
7. To orally list four rules for delegating.
8. To orally list three things that should not be delegated.
9. To plan the implementation of a job goal.
10. To prepare a written action plan to deal with the three most common problems arising in the job.

2f. The specific long-term outcome of the course will be improved work performance of each participant, as perceived by themselves, by their staff and immediate supervisor. The evaluation of this outcome will be built into the long-term evaluation procedures. The short-term outcome of the course will be determined by seeing whether participants have fulfilled the specific objectives for the course, and this can be ascertained by response to a simple questionnaire.

2h. The process objectives which will need to be executed to achieve course goals are as follows:

1. To provide an effective climate for learning for adults.
2. To provide a structure for participants to be involved in planning the course.
3. To diagnose needs for learning.
4. To list objectives for learning.
5. To design a pattern of learning experiences.
6. To manage the learning activities.
7. To evaluate the results of learning.[5]

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[5] M. Knowles. Self-Directed Learning--A Guide for Learners and Teachers, Handout, ACE 822, University of Nebraska-Lincoln, Spring, 1980.

2i. During the first session of the course, a needs assessment survey of the content, will be given to each participant to complete. As can be seen from an example of this form in Appendix B, the needs assessment is related to the specific objectives and content of the course.

2j. After this assessment has been completed by learners and analyzed to identify areas of need, the instructor may need to make some changes to the topics being covered in the course and the level of treatment required. Some topics may require more time than others and some topics may need to be studied in greater depth than others. It may even be necessary to provide more extensive application exercises to satisfy the time requirements of the course. Frequently a needs assessment may show that the entry levels of the participants vary considerably and that these specialized needs can only be met by individualized instruction to meet course objectives. However, in this situation, where the participants have similar jobs in a health service organization, it is possible that the individual needs of participants will produce a pattern of similar responses.

PROCESS 3--INSTRUCTIONAL PLANNING: Developing the Learning Experiences and Making the Instructional Plan

3a. One goal sought by instructors of adults is to make the learning meaningful and relevant and to organize the learning based upon the learning styles of adults in the class. For the class to be optimally effective, learning must be problem centered, meaningful and relevant to the needs of the learners. The most significant kinds of learning occurs for adults when they are motivated to seek a solution for a problem which is real to them.[6] The time management course will be organized around the problems identified by the group so that the learning situation will be relevant to them. In addition situations will be structured so that learners will see a broader and broader range of problems from which they will learn the ability to seek and formulate their own solutions.[7]

Learning must also be experience-centered if it is to be relevant to the participants. It will be important to provide optimal kinds of experiences that will be directly related to the problems of the learners.[8] Learning experiences must also be suited, to some degree, to the learner's innate capacity to perceive, her age, her interests, her readiness, and her capacity to understand. The learner's limitations of experience, background, insight, age, emotionality, and mental ability limit or block her perceptions of the experience as being

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[6] J. Gibb, Principles for Adult Learning, ACE 822 Handout.

[7] Loc. cit.

[8] Loc. cit.

meaningful to her problems. Unless the learner sees the relevance of the data to her problem she will be unable to use the data in its solution.[9]

This group, which works in a very hierarchical, structured organization, will need to have the learning experience specifically and tightly structured using a variety of methods and techniques, and also to cater for differences in learning styles in the group.

3b. Characteristics of the adult learner.

There are many criteria that can be used to identify the adult learner and a summary of these follow: age; psychological maturity; social role; adults have a time perspective in which they have a need to learn something immediately;[10] adults learn best by relating what they are learning to their experience;[11] adults have a wide variety of experiences and are a rich resource for learning;[12] they also have fixed habits and patterns of thought;[13] they also have a need for self-directedness;[14] they are motivated when they feel progress is being made in achieving the desired goal;[15] they will learn more from intrinsic motivation than extrinsic motivation;[16] speed of learning

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[9] Ibid., p. 3.

[10] M. Knowles, Modern Practice of Adult Education.

[11] C. Klevins, Materials and Methods in Continuing Education (Klevins Publications, 1972), p. 133.

[12] M. Knowles, op. cit., p. 44. [13] Loc. cit.

[14] Ibid., pp. 39-40.

[15] R. Axford, Adult Education: The Open Door (Scranton, PA: International Textbook, 1969), p. 188.

[16] G. Dickenson, Teaching Adults (Oshawa, Ontario: Alger Press, 1973), p. 40.

varies with age;[17] and adults seek education to improve abilities to deal with problems which concern them--there is a readiness to learn because of these immediate concerns.[18]

Consequently it will be important to structure and develop learning experiences articulated with these concerns and to develop a climate for learning which shows that the instructor understands and relates to the needs of the adult learner. An important aspect of this process will be to encourage participation in: diagnosing learning needs; planning the content; determining the methods of instruction; and in evaluating the learning outcomes.

3c. As a classroom instructor, working with adults, I perceive my role to be a facilitator of learning. I want the class to feel that I am there to help them solve their problems, to structure and manage the learning experience, to provide input at various stages, and above all to establish a warm, supportive friendly relationship with each student. The resulting group atmosphere will allow students to take risks, to have fewer anxieties, to have a positive attitude to the learning experience, and above all a sense of my availability, empathy, and concern for them as learners. To be a facilitator of learning one also has to be perceived by adult students to be a co-learner, managing and contributing to the learning situation in a collegial relationship with them.

There are a number of functions which I would need to accomplish in my role as a facilitator of adult learning and these follow:

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[17] M. Knowles, op. cit., pp. 49-50. [18] Ibid., p. 50.

1. Direct the identification of learning needs by the learner.
2. Involve learners in planning the course program to achieve the desired objectives.
3. Work in such a way as to create an atmosphere and structure for the learning experience that would help motivate learners to achieve their desired outcomes.
4. Use a variety of suitable methods and techniques to keep interest high during the learning experience.
5. Ensure that suitable human and non-human resources are available for use in class.
6. Use suitable evaluation procedures that help learners evaluate their learning.

3d. Teaching-interaction process.

Consistent with my values and approach, I would aim to develop a warm friendly informal relaxed relationship with the class. I would attempt to learn their first names and expect them to use my first name if they want to. I aim to be available before and after each class session to informally talk with students and develop friendly supportive relationships with them. In class, I would listen carefully, be very positive and utilize the answers to questions so that participants will see that I value what they say and respect their viewpoint.

3e. Even claims that knowledge about groups would be most helpful when the adult educator: selects the leadership pattern, involves learners in planning the program, designs the methods and techniques, selects the

learning experience, and carries out the learning experiences in groups for the adult agency.[19]

First and foremost, I would try to use a democratic participatory approach jointly with the learners so that process and content would come from the combined individual-group opinion so that learning was meaningful and based on their problems.[20] Second, it will be important to provide time to develop group cohesiveness and to build cooperativeness as this will help build a climate of trust, motivate learners and positively affect the learning outcomes.[21] Third, there also must be an opportunity for participants to interact and act via communication as this method will enhance group process and the learning experience.[22] Fourth, diagnosis and guidance of group and individual relations is of vital concern to the leader as he plans the learning experience, because when an individual accepts the group task he is motivated to complete the task.[23] Furthermore it is also claimed that through group interaction members tend to develop common bases of social reality, expectations, beliefs or standards.[24]

As an instructor it will also be my goal to be accepted as a learner by the class. It will also be my responsibility to organize and support the learning group, to be engaged in other roles as a functioning group member, and to serve as a resource on subject matter. An important

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[19] M. J. Even, "What We Know About Adult Learning and What It Means to the Adult Educator," p. 10.

[20] Ibid., p. 15.

[21] Ibid., p. 19.

[22] Ibid., p. 26.

[23] Ibid., p. 28.

[24] Ibid., p. 28.

factor is the use of the experience and expertise of the group to facilitate learning by building on the known knowledge of group members. Consequently, I will view the class in a number of ways: as a whole group actively involved in the process of learning; as a series of small groups actively working in solving common job problems; and lastly using pairs of people and larger small groups as temporary discussion groups to facilitate learning.

3f. The conference room to be used in this course is called the Tiger Room, located in Building 5, VAMC. It is the only room available for the course and as such is less than desirable. The center large table is fixed and comfortably seats twelve people around it. A small blackboard and projection screen is located at the front of the room. The room is fifteen feet in breadth and twenty feet in length. It will be necessary to vary the teaching position from the front of the room to the middle of the table, and to move participants from the table into small groups using the carpeted floor and corners of the room. This physical resource will be quite a constraint on what can be done.

3g. External Influences: Some external factors will influence the teaching-learning experience and are as follows:

1. Status differences caused by the presence of the chief and assistant chief of nursing services--thus may cause some participants not to openly share their problems. So one of the functions of the instructor will be to establish a climate of trust, mutual sharing and confidence.
2. The fact that the class is scheduled at the end of the day shift and prior to the evening shift. Some participants may resent the

imposition of this course on them by the "administration" and its intrusion on an already busy schedule.

3. The location of the class in Building 5, away from the main building.
4. The fact that participants will not earn any continuing education units through involvement in the class.
5. Problems related to their work.
6. Work fatigue and exhaustion.
7. Family problems.
8. Their age and accompanying physiological and psychological problems.
9. Constraints of their personal and cultural backgrounds.

3h. There are six principles which must exist in a learning situation if the learning needs of adults are to be met. A brief consideration of each of these principles follows and how they will be incorporated into this course.

1. Learning must be problem-centered.

   A series of job-related problems will be generated by the group during the first session for consideration during each session of the course.

2. Learning must be experience-centered.

   The learners will participate in discussing and analyzing the concepts presented and applying them to their work situation.

3. Experience must be meaningful to the learner.

   The instructor must be familiar with the participants' employing organization so that learning experiences can be provided that will be relevant to the problems, situations and backgrounds of those involved in the course. As the content being discussed will be

relevant, and as the participants are actively involved, the learning experience will be meaningful.

4. The learner must be free to look at the experience.

   It will be important for the instructor to develop a suitable informal classroom climate which will allow participants to be open, adaptable and to have a feeling of security during the learning experiences.

5. The goals must be set and the search organized by the learner.

   At the first session, the instructor will ask each participant to write down what they want to get out of the course and how this will be of benefit to them as head nurses and supervisors. In addition, each participant will be asked to devise a specific action plan which they will implement at the end of the course.

6. The learner must have feedback about progress toward goals.

   During each session feedback will be given to individuals and groups about the achievement of the specific objectives for that session. In addition, there will be a discussion by the whole group at the end of each session of the effectiveness of the session in meeting the specific objectives listed.

3i. Ralph Tyler's "Ten Conditions for Effective Learning" will be accounted for in the course outline in the following ways.

1. The student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.

   Each planned learning experience will be designed to accomplish a specific course objective.

2. The learning experience must be such that the student obtains satisfaction from carrying on the kind of behavior implied by the objective.

   To meet this condition, learning experiences will be designed that are relevant to assessed needs of the learner. As the learner understands the learning experience, she will gain satisfaction from the help given to meet her needs and solve her problems.

3. The motivation of the learner, that is, the impelling force for his own involvement, is an important condition.

   Motivation of the participants will come from two sources--from themselves and the organization. The problems to be studied in the course will be determined by the participants. There is ownership of a problem and when this occurs, participants will be motivated to seek some kind of solution. In addition, the participants will get positive feedback from the organization for their involvement in the course and this will enhance their motivation.

4. Another condition is that the learner finds her previous ways of reacting unsatisfactory, so that she is stimulated to try new ways.

   This will exist in the course through the analysis of current use of time and its relationship to goals. Students will find that their use of time does not relate to their goals and in a supportive atmosphere they will be stimulated to change their pattern of time use.

5. The learner should have some guidance in trying to carry on the new behavior she is to learn.

   During class, the instructor will use a questioning approach to ensure that participants fully understand what is being considered

and be open to questions from the group. In addition, the instructor will be avilable before and after the class session for individual guidance if required.

6. The learner should have ample and appropriate materials with which to work.

   To meet this condition, the students will be provided with a copy of an extensive workbook which is to be found in Appendix C. This booklet contains a list of references which can be consulted and a list of reading assignments for each topic.

7. The learner should have time to carry on the behavior, to practice it until it has become part of his repertoire.

   Participants will have plenty of time in class to apply the concepts shared to their practical situation. In addition they will be required to collect data on the way they manage time, analyze it, and devise ways to improve their time management. Results will be shared in the group each week to give support and evaluation.

8. The learner should have opportunity for a good deal of sequential practice; mere repetition is inadequate and quickly becomes ineffective.

   The course has been structured in a sequential fashion, starting with goals, focusing on priorities, developing plans and delegating tasks. During this learning process, the participants will analyze their application of their concepts and evaluate the changes required.

9. Another condition is for each learner to set standards that require him to go beyond his performance but standards that are attainable.

This condition will be met by having participants determine in writing in the first session what changes in performance they plan to achieve as a result of the course.

10. To continue learning beyond the time when a teacher is available, the learner must have means of judging his performance to be able to tell him how well he is doing; without these means, his standards are of no utility.

The long-term evaluation for the course will involve each participant deciding what changes in their work performance they will be expecting and this will be monitored jointly with them by the Associate Chief of Nursing Education at regular intervals after the completion of the course.

3j. The techniques and devices which will be used in the time management course to support the various learning experiences are as follows:

1. Transparencies
2. 35mm color slides
3. Charts
4. 16mm movie film
5. Workbook-handout material

THE INSTRUCTIONAL PLAN FOR TIME MANAGEMENT

Course Description:

This course will be a consideration of the important concepts in time management and how they can be applied to a specific job situation. The course will be concerned with dealing with problems generated by

participants and the application of the major concepts to the participants' roles in their organization.

Course Purpose

The purpose of this course will be to assist head nurses and supervisors to become better qualified in fulfilling their management responsibilities in relationship to their assessed needs, job description, and role expectations within the organization as well as within their given area of responsibility.

Instructional Objectives

1. To develop an understanding of important time management concepts and principles.
2. To develop the ability to apply time management principles and concepts to job-related problems.
3. To develop the ability to interpret data detailing use of time, as it relates to time management principles.
4. To develop the ability to analyze the internal and external variables that influence a head nurse or supervisor's time.
5. To develop the ability to devise strategies to delegate complex tasks related to a head nurse or supervisor's area of responsibility.
6. To develop the ability to make and implement long-range plans for time management.

Clientele to be Served

All head nurses and supervisors at VAMC.

Prerequisites

There are no prerequisites as the course is an introductory one designed to provide an overview of time management.

Content Outline

VAMC, Time Management, Spring 1980, 1:30 p.m.-3:30 p.m., Tiger Room, Building 5.

Session	Date	Activity
1	April 15	Introduction to course Assessment of needs Time log Goals
2	April 17	Goal writing Job functions Identify time wasters
3	April 22	Time log analysis Evaluation of goals--rewrite Priorities--ABC technique
4	April 24	Planning Scheduling Problem sharing and solving
5	April 29	Delegating defined How to delegate What to delegate
6	May 1	Planning to eliminate time wasters Writing long-term action plans Sharing results Summary and evaluation of course

References for Students

Bittel, Lester R. The Nine Master Keys of Management (New York: McGraw-Hill, 1942).

Bliss, Edwin C. Getting Things Done (Illinois: Bantam, 1976).

Cooper, Joseph D. How to Get More Done in Less Time (New York: Doubleday and Co., 1971).

Dayton, Edward R. Tools for Time Management (Michigan: Zonderman Books, 1974).

Kelly, Al. What to Do and What Not to Do to Make Life Easier for Yourself at Work (Great Britain: McGraw-Hill, 1973).

Love, Sydney. Mastery and Management of Time (Englewood Cliffs: Prentice Hall, 1978).

McCay, James T. The Management of Time (Englewood Cliffs: Prentice Hall, 1959).

MacKenzie, R. Alec, and Ted Engstrom. Managing Your Time (Michigan: Zonderman Books, 1967).

Webber, Ross A. Time and Management (New York: Van Nostrand Reinhold Company, 1972).

Resources Needed by Students

Texts: A. D. Geering, Time Management Workbook.

A. Lakein, How to Get Control of Your Time and Your Life.

R. A. Mackenzie, The Time Trap.

Materials: Pen, pencil, rule and note pad.

Resources Needed by Instructor

Equipment:
1. Carousel slide projector and tray
2. Overhead projector
3. 16mm movie projector
4. Screen
5. Blackboard, chalk, eraser.

Materials:
1. Spare pens, pencils, note paper
2. Overhead projector pens
3. Overhead transparencies.

Evaluation Procedures

1. Needs Assessment

   Completed prior to course commencement.

2. Content Assessment

   Undertaken during first class session to determine entry knowledge of learners.

3. In-Course Evaluation

   Completed at the end of each session to determine how learners are progressing in attaining course objectives.

4. Final Evaluation

   An example of the evaluation form to be used is to be found in Appendix D. The instructor will also have a brief discussion with the group at the end of the last session. He will also meet with the Associate Director of Nursing Education to evaluate the course and also undertake a self-evaluation of the course.

5. Post-Evaluation

   This will take place on the job at regular intervals and be a self-evaluation by each participant, monitored by the Associate Chief of Nursing Education.

CLASS AGENDA--April 15

Time Segments	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, put out materials, set up coffee, set up necessary A-V equipment, prepare name tags, greet students.	Coffee; name tags; handouts.
1:30-2:30	Maintenance: Student objectives: to learn about the content of course and students.	Chairs around fixed table.
	Instructor: Provide orientation, description of course content, have each person introduce each other; and get each person to write down what they want to get out of course.	
2:30-2:50	Instructor: Administer content assessment to students, have each student rank the various areas of the course	Assessment survey.
2:50-3:00	Coffee Break	Cups, cream, sugar, spoons.
3:00-3:25	Instructor: Provide an overview of goals--what is a goal, why goals are important.	Overhead transparencies.
3:25-3:30	Assign homework, questions and discussion.	
	Technique: Have students next to each other introduce each other to class; use class workbook to help explain course; have students around table in room; use overhead for presentation.	

CLASS AGENDA--April 17

Time Segments	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, set up coffee and necessary A-V equipment, put out materials, greet students.	Coffee
1:30-1:45	Maintenance: Student Objectives: To discuss homework and clarify procedure on how to complete time log; to discuss content assessment; to present content on goal statements and job functions; to identify 7 time wasters.	Chairs around fixed table.
	Instructor: Provide clarification on homework, present content assessment results, suggest modificiation to course content.	Overhead transparency.
1:45-2:40	Instructor: Discuss time wasters, use nominal group technique to identify top 7 time wasters of group. Provide input on how to write goal statements. Discuss job functions of Head Nurse. Get group to write job goal statements and share in pairs.	Blackboard, chalk. Handout: Job Functions of Head Nurse.
2:40-2:50	Coffee Break	Cups, cream, sugar, spoons.
2:50-3:15	Film: The Time of Your Life	16mm movie projector; screen, reel, extension cord.
3:15-3:25	Discussion of film.	
3:25-3:30	Assign homework, questions on course.	
	Technique: Have students around table in room; use overhead and blackboard for presentation; use workbook at appropriate times; show film at scheduled time.	

CLASS AGENDA--April 22

Time Segments	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, set up coffee and necessary A-V equipment, put out materials, greet students.	Coffee.
1:30-1:40	Maintenance: Student Objectives: To review goal statements and relate them to use of time; to rewrite goal statements relating them to time use and job functions; to define priorities; to apply ABC method to goals.	Chairs around fixed table.
1:40-2:10 2:10-2:40	Instructor: Ask participants to review use of time and relate to goal statements. Share in pairs. Then rewrite goal statements and relate to job functions. Share in pairs.	Overhead transparencies.
2:40-2:50	Coffee Break	Cups, cream, sugar spoons.
2:50-3:20	Instructor: Give input on priorities and ABC method.	Workbook; overhead transparencies.
3:20-3:30	Review material, questions, assign homework.	
	Technique: Have students around table in room; use workbook, overhead transparencies; have students move from table to work in paris with a person in a similar job area; use overhead projector for main presentation on priorities.	

CLASS AGENDA--April 24

Time Segments	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, put out materials, set up coffee, set up necessary A-V equipment.	Coffee.
1:30-1:40	Maintenance: Student Objectives: To analyze job goals and determine top 3 functions; to choose top 3 time wasters and list steps to solve these; to learn how to plan and schedule priorities.	Chairs around fixed table.
1:40-2:40	Instructor: Get students to share in pairs results of ABC method applied to goals; then discuss as group. From previous identified list, get student to individually work out strategies to solve time wasters and share in groups of 4.	Arrange tables in groups of 4.
2:40-2:50	Coffee Break	Cups, cream, sugar, spoons.
2:50-3:20	Instructor: Input on planning and scheduling.	Overhead transparencies.
3:20-3:30	Discussion, questions, homework.	
	Technique: Have students around table in room; have students move into corners of room to work in pairs and groups in similar job areas; use overhead projector for presentation.	

CLASS AGENDA--April 29

Time Segments	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, put out materials, set up coffee and necessary A-V equipment.	Coffee.
1:30-1:40	Maintenance: Student Objectives: To know how and what to delegate; to analyze job and work out a strategy to delegate tasks.	Chairs around fixed table.
1:40-2:00	Instructor: Show slides to introduce topic of delegation--share cartoons on overhead projector.	Slide projector; overhead projector; slides; transparencies.
2:00-2:20	Instructor: Brainstorming--what to delegate; how to delegate.	Blackboard.
2:20-2:40	Instructor: Input on delegation	Overhead projector.
2:40-2:50	Coffee Break	Cups, sugar, cream, spoons.
2:50-3:10	Instructor: Individual work on working out a strategy to delegate tasks back on the job.	
3:10-3:25	Instructor: Discussion with group on delegation and problems back on job.	
3:25-3:30	Questions, homework.	
	Technique: Have students around table in room; use slide projector and overhead projector for presentation; raise issues in group discussion related to job--work from middle of the table.	

CLASS AGENDA--May 1

Time Segment	Activities (Techniques, Objectives, Contents)	Resources Needed
1:00-1:30	Instructor: Arrange room, put out materials, set up coffee and necessary A-V equipment.	Coffee.
1:30-1:40	Maintenance: Student Objectives: To write action plans for application on job; to evaluate course; to discuss and agree on long-term evaluation procedures.	Chairs around fixed table.
1:40-2:30	Instructor: Outline of how to write an action plan and time line. Get students to do individual plan, work with individuals as required.	Overhead projector.
2:30-2:50	Instructor: Hand over to Associate Chief of Nursing Education to lead a discussion on long-term evaluation of course objectives.	
2:50-3:00	Coffee Break	Cups, sugar, cream, spoons.
3:00-3:30	Instructor: Summary of course, discussion, questions, completion of evaluation. Technique: Have students around table in the room, use overhead projector for input; move around room to solve individual problems; lead discussion on evaluation of course from middle of table.	Overhead projector; evaluation instrument.

PROCESS 4--ANALYSIS OF INSTRUCTIONAL PLAN

4a. The instructor will ensure that all the necessary A-V equipment, resource materials, and other requirements such as room arrangement, ventilation, etc., will be taken care of prior to the commencement of each session. These prerequisites will ensure that any potential problems will be taken care of ahead of time, allowing a free, relaxed atmosphere to develop in the class.

The instructor will also be at the door to greet each student as they arrive and develop a warm, friendly caring supportive atmosphere. In addition, group interaction, warm interpersonal relationship and a sense of belonging and loyalty to the group will be encouraged.

It will be important also to structure the learning situation so that: participants clearly understand the goals and activities; expectations of the group are clarified and met; and that a free climate of inquiry, discussion, questioning and open objective feedback develop. An opportunity to pursue personal concerns should be an integral part of the course.

4b. The group will jointly decide with the instructor whether more time or discussion is required on some items with the result that less time will be able to be devoted to other topics in class.

4c. This is evident from the type of learning activities listed in the agenda. Time can be reallocated as determined jointly by the group and instructor.

4d. Time will be used realistically by the instructor but modifications will be made to the agenda, as necessary, according to students' needs and feedback.

4e. At the beginning of each class session, there is a maintenance period for opening remarks, discussion of homework, setting the session's climate, etc. At the end of each session, a five-minute period has been allotted for questions, discussion, summary and to allocate homework.

4f. Time has been alloted to form groups based on the number of individuals in the group and the nature of the experience. Five minutes or more will be allowed for groups of three or less--for larger groups of five or more, ten minutes or more will be scheduled for group formation.

4g. A re-examination of the learning objectives and activities confirms that the activities were appropriate for the group's learning level and would meet the specific objectives of the course.

4h. The group will share in the maintenance of each class session by being involved in small participant-led problem-solving groups. The instructor will act as a resource person in the solution of these job-related problems.

4i. Learners will be involved in each session through the use of a variety of techniques including: question-answer; discussion; problem-solving experiences in small groups; and in personal interaction with the instructor.

4j. Techniques to boost interest, build morale and heighten motivation will include: using a guest speaker at one session; showing a film at one session; showing slides at another session; and during each session asking group members, who would like to, to share successes in their time management on the job.

4k. Yes, the room is being used to advantage in the best possible way under existing constraints.

PROCESS 5--EVALUATION: Planning to Conduct Evaluation During and After the Learning Experience

5a. Tyler states that during the preliminary stages of evaluation, the learning experiences must be checked to see that they are related to the objectives set up and to see that they provide for other important psychological principles.[25] During the first class a content assessment survey will be completed by each participant to determine their entry knowledge. In addition, the course objectives and instructional design will be discussed by the representative of CHEP and the Associate Chief of Nursing Education, to ensure relevance, applicability and effectiveness. Thus a formative evaluation of this kind, as Dickinson states, provides some initial information as to the suitability of the course that is being planned while it is still in the developmental stage and relatively easy to alter.[26] Further, this information in formative course evaluation permits the instructor to avoid some deficiencies in the course plan that might otherwise escape detection until the group of learners was finding difficulty with it.[27] Dickinson also claims that a course should be able to satisfy three main criteria when formative evaluation is complete--effectiveness, appropriateness and practicality.[28] These criteria will be accounted

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[25]Ralph Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago, 1969), p. 105.

[26]Gary Dickinson, Teaching Adults (Toronto: New Press, 1973), p. 88.

[27]Ibid., p. 89.

[28]Ibid., p. 89.

for in this course in the following ways:

1. If the course allows the learner to attain the specific objectives in the allotted time, it will meet the criterion of effectiveness.
2. If the objectives, learning tasks, and instructional objectives are consistent with the performance analysis and seem to meet the needs of the potential learners, the course will meet the criterion of appropriateness.
3. Finally, practicality will be met if the course is not too difficult or expensive to conduct.[29]

During the course students will be questioned and their written work inspected to determine whether they are meeting the specific objectives of the course.

5b. A questionnaire containing specific questions about staff, learning activities and strategies, facilities and materials, has been devised and will be handed out for completion in the first part of the final evaluation--see Appendix D. The second phase of the evaluation will be to ask participants to determine whether specific objectives of the course were met or not, by filling out a simple questionnaire--see Appendix E. The seven process objectives listed in 2h will be jointly evaluated at the end of the course by the representative of CHEP, the Associate Chief of Nursing Education and the instructor, using a five-point scale (5 is very high, 1 is very low). In addition, this group will debrief the course, share perceptions with regard to successful and less successful aspects of the conference, review accumulated

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[29] Loc. cit.

evaluations, and to note how strengths can be capitalized and weaknesses can be eliminated in the future. In addition the long-term evaluation will be discussed, as each participant will be asked to draw up a specific action plan of things they can do in their role, as a result of the course. These written statements will be used as a basis for follow-up and evaluation jointly with the Associate Chief of Nursing Education.

5c. Tyler outlines a number of influences on the teaching-learning process that will affect final evaluation. First the generalizations used as a criteria against which to check the learning experiences are not highly precise statements of the exact conditions to be met in providing for the learnings desired. Second, any set of learning experiences involves a number of criteria each of which can only be approximated--so the desired effects of these experiences can only be predicted generally and with a certain degree of accuracy. Third, the actual teaching procedures involve a considerable number of variables including variations in individual students, the environmental conditions in which the learning goes on, the skill of the teacher in setting the conditions as they are planned, the personality characteristics of the teacher, and the like.[30] These many variables make it impossible to guarantee that the actual learning experiences provided are precisely those that are outlined in the learning units. In addition to the participants' evaluation of the course, other inputs will include those from the representative of CHEP (the employer),

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[30]Tyler, op. cit., p. 105.

those from the representative of the clients (Associate Chief of Nursing Education) and self-evaluation.

5d. The evaluation results will be used by CHEP to help improve the design of and effectiveness of future courses for VAMC. This information will be gained mainly from direct observation of the course, discussion with the representative of CHEP during the course, and results from the evaluation questionnaire.

5e. The most important evaluation of this course will be the long-term evaluation of performance. Hopefully, the course will help participants manage their time and thus perform their roles more effectively and efficiently and thus should be identified in the evaluation.

5f. There is no requirement for any evaluation to be given to students at the end of the course, as no grade is required for completion of the course. However, the instructor will help students evaluate their own progress through discussion and answering a personal evaluation form pertinent to their having accomplished course objectives.

5g. As a representative of CHEP and the Associate Chief of Nursing Education will attend the course, no formal report is required.

5h. My effectiveness as an instructor will be judged by the following:

1. Results of the student evaluation form completed at the end of the course.
2. Feedback from students during the course.
3. Students' interest, enthusiasm and application of the subject matter.

4. Students' attainment of course objectives.
5. Feedback from CHEP and the Associate Chief for Nursing Education.
6. Self-evaluation.
7. Long-term evaluation of participants.
8. Whether CHEP employs me as an instructor for future courses.

CONCLUSION

This instructional design process has been a very long, involved and demanding project to complete. In some areas of the process, it was felt that the same information was being sought. However, it has been one of the most valuable exercises that I have ever undertaken, as it synthesized much of my previous work and application in instructional design.

A response was not given to item 2g as this was not relevant to the course or ot er items covered this aspect.

The valuable knowledge gained from this project and your course has been a great help in integrating my own knowledge, clarifying my own philosophy of teaching and learning, and giving me an opportunity to apply what I have learned in an instructional setting.

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_____. The Modern Practice of Adult Education. New York: Association Press, 1973.

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APPENDIX A
NEEDS ASSESSMENT INSTRUMENT

NEEDS SURVEY

Hospital _____

Would you attend educational programs on:
Hospital time _____ Your time _____ Either _____

INSTRUCTIONS

First, please read through the list below carefully. Then, rank only the ten which you feel would be of greatest benefit to you. Write in a number 1 on the line next to the subject of greatest importance, 2 for the next, and so on down to 10, representing the lowest in your order of priorities.

		Ranking
1.	Interpreting hospital personnel policies	_____
2.	Improving my technical knowledge	_____
3.	Scheduling my work more efficiently	_____
4.	Saying what I mean (more effective communications) . . .	_____
5.	Preparing myself for promotion	_____
6.	Helping teach new employees on the job	_____
7.	Understanding the work of other departments	_____
8.	Handling myself in emergencies	_____
9.	Getting patients interested in self-care	_____
10.	Enforcing hospital rules without making patients feel punished	_____
11.	Helping families understand the needs of the patients . .	_____
12.	Using medical terminology	_____
13.	Handling patients' questions about their illness and treatment	_____
14.	Handling visitors' questions about patients	_____
15.	Helping in hospital public relations	_____

The following subjects or areas, not listed above, would also interest me.

a. _____

b. _____

c. _____

d. _____

e. _____

APPENDIX B

CONTENT NEED ASSESSMENT

Time Management
Evaluation of Learning Needs

Name_____

Identify those items you want to know more about by checking the column which is most closely related to your interest and needs in the topic. Use the following to rate each topic.

1 = Unfamiliar to me
2 = Limited information--desire further study
3 = Some background on topic
4 = Have sufficient background information
5 = Can apply concept to job problems

	1	2	3	4	5
1. Misconceptions about time management					
2. Writing job goals					
3. Analysis of goals and time use					
4. Completing a time diary					
5. Relating job goals to job functions					
6. ABC technique of arranging goal statements in priority order					
7. Identify time wasters					
8. Delegation					
9. Planning implementation of goals					

APPENDIX C

COURSE WORKBOOK

SECTION I: JOB PURPOSES (Where are you heading?)

1. Define the core purposes of your job. What are the reasons for its existence (no more than three)?

2. List specific activities that you have to carry out to fulfill the purposes of your job. Use space opposite if space below is insufficient.

3. Checklist. Are you activities:

____1.	result centered?	3.	specific?
____2.	time bound?	4.	realistic, attainable?

An organization can give a man the title of manager, but only the man can make himself into one. --Joseph Mason

SECTION II: HOW YOU CAN SET PRIORITIES

Activities related to purposes of your job for which you have no priorities are useless. They will always be getting in the way of one another. But it is very difficult to sort out a long list of activities one-by-one. Instead of attempting to assign priorities to your activities on a one-by-one basis, first divide them up into major categories A, B and C.

Apply the ABC method to this list. Do a second ABC if more than five activities are listed.

A. MUST DO — Core central activities which contribute to job purpose accomplishment. Most often will be the top three to five activities of your job.

B. SHOULD DO — Supporting functions which need to be handled--can be delayed without seriously endangering your effectiveness or your job. Must be given secondary treatment so as not to interfere with your "MUST DO" functions. Left undone too long will move into emergency "MUST DO" functions.

C. CAN DO — Enjoyable but contribute very little to core purpose of your job; e.g., opening mail, answering telephone, etc.

SECTION III: PLANNING

1. Planning is an attempt to move from the now to the then. It considers alternative ways to solve a problem or to reach a goal and thus hopefully find optimum solutions. Planning should not be thought of as a rigid set of rules from which we cannot depart. Rather, planning is a statement of faith, of where we are heading. We should take one step, look forward, look back and replan as necessary.

2. The way to plan is to state the goal, state the present situation in terms of helping or hindering forces, and then list the steps that might move us from the situation we are in now to the situation we would like to be in the future (our goal).

3. Steps

I. Planning Analysis

1. Analysis of Internal Environment

What are your (and your unit's) strengths and weaknesses?

What are your (and your unit's) opportunities?

What threats face you (and your unit)?

2. Appraisal of External Environment

What are the general economic trends, government policies, technological developments, sociopolitical changes that have impact on you and your unit?

3. Analysis of Past Performance

How well have you (and your unit) performed in the past? What are the recurring problems? What's been done to solve them?

4. Assumptions about the Future

What is likely to be the impact of future political, economic, scientific, and social influences?

Finally, ask yourself: What can you (and your unit) do? What might it do? What does it want to do? What should or must it do?

II. Activities--Make them:

1. Result oriented

2. Time dimensional

3. Quantified

4. Specific

5. Realistic, desirable and attainable

PLANNING SHEET

Job Purpose #1 _____

1. The three most important activities I want to accomplish are . . .

   1.

   2.

   3.

2. The present situation is . . .

3. Forces helping me to meet these activities are . . .

4. Forces hindering meeting these activities are . . .

5. Steps I can take to achieve this activity . . .

SECTION IV: ELIMINATION OF TIME WASTERS

Top 15 Time Wasters*

1. Telephone interruptions
2. Drop-in visitors
3. Meetings
4. Crises
5. Lack of objectives, priorities, daily plan
6. Stacked desk--personal disorganization
7. Ineffective delegation
8. Attempting too much at once
9. Ineffective communication
10. Inadequate, inaccurate, delayed information
11. Indecision--procrastination
12. Confused responsibility, authority
13. Inability to say "NO"
14. Learning tasks unfinished
15. Lack of self-discipline

*From a survey of 5,000 managers made by R. Alec MacKenzie

1. We can never eliminate time wasters altogether. We can, however, modify their impact and influence on our lives.
2. Many time wasters recur because of force of habit--we get into "ruts" that limit our effectiveness.
3. Many habits are good and time savers.

4. Some time wasters are self-created; some are externally imposed upon us. The latter are more difficult to correct.

5. Remember if you don't control your time, some one else will. Even with "external" time wasters, we have more ability to control our environment than we are usually willing to admit.

Identifying Time Wasters

R. Alec McKenzie has listed time wasters of four groups of top managers and these are listed in Appendix A: (1) Canadian military officers, (2) black leaders of religious organizations, (3) college presidents, and (4) German managers.

Many time wasters are INTERNALLY generated. Invariably most people list EXTERNAL causes first.

After time management problems and principles have been discussed, a new source is invariably identified--the man within generating such time wasters as lack of delegation, fire fighting, lack of plans and priorities, the open door policy and procrastination.

Exercise

Complete the major time consumer chart in Appendix B. Reflect on your job and list your top five major time wasters. Then rank order them from the most major "1," to the least major "5," which ones are caused by you and which are caused by external factors or a combination of both.

TIME WASTER	RANK	% INTERNALLY CAUSED	% EXTERNALLY CAUSED

Re-evaluate Time Wasters

Choose your top two time wasters and for each one analyze the reasons for the problems and the steps necessary to solve the problem. Check them with a colleague.

Time Waster #1 _____

Reasons for the Problem	Steps to Solve the Problem

Time Waster #2 _____

Reasons for the Problem	Steps to Solve the Problem

SECTION V: DELEGATION

One of the important reasons why people have time problems is that they don't delegate some of their tasks to subordinates.

1. Why delegate?

2. Why do some fail to delegate?

3. Rules for delegating

4. What not to delegate

Exercise

1. What are some tasks that you delegate?

2. What are some tasks that you could delegate?

3. List some tasks that you will delegate within the next week.

SECTION VI: SUMMARY

1. Set goals
2. Establish priorities
3. Make plans
4. Develop schedules
5. Anticipate problems
6. Utilize new information and replan
7. Don't be a time nut
8. Don't be a goal nut--an overdoer
9. Control your time
10. Be flexible

If the resources of the country are to be well used, executives and professionals must become, to a greater degree, masters of their own time. Time is a limited and valuable resource that must be allocated among competing objectives--natural institutional and personal. The needs of each organization, and the well being and development of key personnel, can be advanced or retarded significantly, depending on how well time is planned and used. --Paul J. Gordon

Problems or opportunities--it's all in how you view them.

Inch by inch, it is a cinch;
Yard by yard, it is hard;
Mile by mile, it is a trial.

STATEMENT OF COMMITMENT

On the basis of what I have learned from this workbook, I intend to:

I will do this by . . .

My first step is to . . .

I will know I have done it because . . .

I will share (have shared) this with _____

by _____

_____ _____

Signed Date

Explanation without application can lead to frustration.

SECTION VI: BIBLIOGRAPHY

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APPENDIX A

TIME WASTERS FOR FOUR GROUPS OF TOP MANAGERS

Group A*	Group B*
Unclear objectives	Scheduled meetings
Poor information	Unscheduled meetings
Postponed decisions	Lack of priorities
Procrastination	Failure to delegate
Lack of information	Interruptions
Lack of feedback	Unavailability of people
Routine work	Junk mail
Too much reading	Lack of planning
Interruptions	Outside (civic) demands
Telephone	Poor filing system
No time planning	Fatigue
Meetings	Procrastination
Beautiful secretaries	Telephone
Lack of competent personnel	Questionnaires
Lack of delegation	Lack of procedure for routine matters
Lack of self-discipline	
Visitors	
Training new staff	
Lack of priorities	
Management by crisis	

Group C*	Group D*
Trash mail	Attempting too much at once
Socializing	Lack of delegation
Unnecessary meetings	Talking too much
Lack of concentration	Inconsistent actions
Lack of managerial tools	No priorities
Peer demands on time	Span of control
Incompetent subordinates	Usurped authority
Coffee breaks	Can't say no
Crisis management	Lack of planning
Unintelligible communications	Snap decisions
Procrastination	Procrastination
Lack of clerical staff	Low morale
Poor physical fitness	Mistakes
Red tape	Disorganized secretaries
Pet projects	Poor communication
Lack of priorities	Overoptimism
	Responsibility without authority

*A = German managers
B = College presidents
C = Canadian military officers
D = Black leaders of religious organizations

Source: R. Alec MacKenzie, The Time Trap (New York: McGraw-Hill, 1972).

APPENDIX B

MAJOR TIME CONSUMERS

Instructions: All of us encounter problems which "waste our time" both on and off the job. Please identify five such time wasters in your life on the job and five which bother you off the job. Since some of your personal time wasters may not appear on the list below several blank lines have been provided to allow you to identify them. In each case (whether ON the job or OFF the job) your worst time waster should be identified with a #1, the next most perplexing with a #2, etc. Mark only five time wasters in the ON THE JOB column and five time wasters in the OFF THE JOB column.

ON THE JOB (Only five responses in this column)		OFF THE JOB (Only five responses in this column)
	The "System" or the Organization	
____	Our whole organization is fouled up	____
____	Meetings waste too much time	____
____	Government requirements waste time	____
____	Too many reports and paper work	____
____	Poor equipment/poor maintenance/ lack of supplies	____
____	Time wasted waiting for others or for materials	____
____	Meaningless tasks are assigned to me	____
____	There is too much routine work in the organization	____
____	I must run errands or do the work of others	____
____	There are interdepartmental communication problems	____
____	Leaders have problems communicating to followers	____
____	The information I receive from others is poor	____
____	Boring classes/poor or uninterested teachers	____
____	Teachers/superiors fail to give needed help	____
____	Teachers give pointless assignments	____
____	I have difficulty with library or research	____
	Employee-Personnel Problems	
____	Poorly trained personnel/training problems	____
____	Shift change problems	____
____	High turnover of personnel	____
____	Personnel are irresponsible	____
____	Employee turnover is too high	____
____	Personnel bring home problems to work	____
____	Problems in scheduling personnel for shifts	____
____	Employees have difficulty getting along	____

ON THE JOB (Only five responses in this column)		OFF THE JOB (Only five responses in this column)
	Telephone Problems	
___	I spend too much time making calls to others	___
___	Too many calls are made to me/to my position	___
___	Employees make too many personal calls	___
	Interruptions and Distractions	
___	I am interrupted too often by fellow employees	___
___	Salesmen interrupt my work	___
___	I am interrupted by others	___
	Travel--Transportation	
___	Travel and transportation problems waste my time	___
___	Too much time wasted waiting for transportation	___
	Outside Activities	
___	I am too involved in outside activities	___
___	I spend too much time working for a living	___
	Socializing	
___	Socializing (shooting the bull)	___
___	Coffee and/or lunch breaks are stretched too much	___
___	Other types of socializing	___
	Personal Disorganization	
___	I am generally disorganized	___
___	I fail to plan well	___
___	I fail to choose priorities for my life	___
___	I spend too much time daydreaming	___
___	I procrastinate (put things off)	___
___	I fail to delegate as much as I should	___
___	I can't seem to make up my mind on things	___
___	I try to do too much	___
___	I just can't seem to say "No"	___
___	I make too many mistakes, have to do work over	___
___	I spend too much time reading unrelated materials	___
___	I am poor at reading or read too slowly	___

APPENDIX B (continued)

ON THE JOB (Only five responses in this column)		OFF THE JOB (Only five responses in this column)
	Entertainment	
____	TV--I spend too much time watching TV	____
____	I spend too much time with radio or stereo	____
____	I mess around with my hobbies too much	____
____	I waste too much time drinking	____
____	I spend too much time smoking	____
____	I waste too much time in boy/girl relationships	____
____	I waste too much time going to parties	____
	Sleeping--Fatigue	
____	I sleep too much or take too many naps	____
____	I seem to be tired all the time (fatigue)	____
	Personal and Home Care	
____	Too much time spent in personal care and grooming	____
____	Too much time shopping: food/clothing, etc.	____
____	Time wasted in food preparation and eating	____
____	Spend too much time doing housework or home care	____
____	I spend too much time writing letters	____
	Family and Personal Problems	
____	I waste too much time because of family problems	____
____	Personal problems waste too much of my time	____
____	I spend too much time worrying	____
____	My spouse or children demand too much of my time	____
	Other Problems Not Listed Above	
____	_____	____
____	_____	____
____	_____	____
____	_____	____

APPENDIX C

TIME MANAGEMENT CONCEPTS

T F 1. Telphone conversations in excess of ten minutes are probably unnecessary.

T F 2. The manager with an "open door" policy always improves work results.

T F 3. Putting a time limit on meetings increases meeting effectiveness per time expended.

T F 4. When a series of similar crises occurs it often suggests that a man is not in control of his job.

T F 5. Setting deadlines on projects results in confusion for subordinates and usually means a poorly executed project.

T F 6. A clear desk is the mark of an effective executive.

T F 7. The manager must "keep a hand" in the routine activities of his organization if he really wants to be informed and on top of things.

T F 8. Most managers would be twice as effective if they would learn to allocate half as much time to most projects.

T F 9. Delegation of authority by a manager to a subordinate transfers the principal responsibility for getting a job done to the subordinate.

T F 10. The manager has many tasks to perform, but these are rarely of the same degree of importance.

T F 11. Putting off a decision increases the quality of the final decision.

T F 12. Decisions made at the lowest level of competence are generally the best decisions.

T F 13. Since it seems highly important for his or her organization, the manager should attend most functions which he or she is invited, especially if he or she has been asked to speak.

T F 14. The manager must be careful not to bother subordinates for progress reports until a project is at least 75% complete.

T F 15. If I could only get more rest and relaxation I could be more effective.

T F 16. It's time that needs managing!

APPENDIX D

HOW I SAVE TIME*

1. I count all my time as "On-Time" and try to get satisfaction (not necessarily accomplishment) out of every minute.
2. I try to enjoy whatever I am doing.
3. I'm a perennial optimist.
4. I build on successes.
5. I don't waste time regretting my failures.
6. I don't waste my time feeling guilty about what I don't do.
7. I remind myself: "There is always enough time for the important things." If it's important I'll make the time to do it.
8. I try to find a new technique each day that I can use to help gain time.
9. I get up at 5 a.m. during the week (and go to bed early).
10. I have a light lunch so I don't get sleepy in the afternoon.
11. I don't read newspapers or magazines (except occasionally). I do glance at the headlines at the newsstands to keep up on the world.
12. I skim books quickly looking for ideas.
13. I don't own a television set. (My family and I went to a motel to watch the moon walks and we rented a set for the political conventions.)
14. I have my office close enough to my home to be able to walk to work. But when I'm lazy or in a hurry I drive.
15. I examine old habits for possible elimination or streamlining.
16. I've given up forever all "waiting time." If I have to wait I consider it a "gift of time" to relax, plan or do something I would not otherwise have done.
17. I keep my watch 3 minutes fast, to get a head start on the day.
18. I carry blank 3 x 5 index cards in my pocket to jot down notes and ideas.
19. I revise my lifetime goals list once a month.
20. I review my lifetime goals list every day and identify activities to do each day to further my goals.
21. I put signs in my office reminding me of my goals.
22. I keep my long-term goals in mind even while doing the smallest task.
23. I always plan first thing in the morning and set priorities for the day.
24. I keep a list of specific items to be done each day, arrange them in priority order, and then do my best to get the important ones done as soon as possible.
25. I schedule my time months in advance in such a way that each month offers variety and balance as well as "open time" reserved for "hot" projects.
26. I give myself time off and special rewards when I've done the important things.
27. I do first things first.
28. I work smarter rather than harder.
29. I try to do only A's, never B's and C's.
30. I ask myself, "Would anything terrible happen if I didn't do this priority item?" If the answer is no, I don't do it.

APPENDIX D (continued)

31. I have confidence in my judgment of priorities and stick to them in spite of difficulties.
32. If I seem to procrastinate I ask myself: "What am I avoiding?"--and then I try to confront that thing head-on.
33. I always used the 80/20 rules.
34. I start with the most profitable parts of large projects and often find it is not necessary to do the rest.
35. I cut off nonproductive activities as quickly as possible.
36. I give myself enough time to concentrate on high priority items.
37. I have developed the ability to concentrate well for long stretches of time (sometimes with the aid of coffee).
38. I concentrate on one thing at a time.
39. I focus my efforts on items that will have the best long-term benefits.
40. I keep pushing and am persistent when I sense I have a winner.
41. I have trained myself to get down my To Do List without skipping over the difficult items.
42. I do much of my thinking on paper.
43. I work alone creatively in the morning and use the afternoons for meetings, if necessary.
44. I set deadlines for myself and others.
45. I try to listen actively in every discussion.
46. I try not to waste other people's time (unless it's something that really matters to me).
47. I delegate everything I possibly can to others.
48. I make use of specialists to help me with special problems.
49. I have someone screen my mail and phone calls and handle all routine matters.
50. I generate as little paperwork as possible and throw away anything I possibly can.
51. I handle each piece of paper only once.
52. I write replies to most letters right on the piece of paper.
53. I keep my desk top cleared for action, and put the most important thing in the center of my desk.
54. I have a place for everything (so I waste as little time as possible looking for things).
55. I save up all trivia for a three-hour session once a month.
56. I try not to think of work on weekends.
57. I relax and "do nothing" rather frequently.
58. I recognize that inevitably some of my time will be spent on activities outside my control and don't fret about it.
59. I keep small talk to a minimum during work hours.
60. I look for action steps to be taken now to further my goals.
61. I'm continually asking myself: "What is the best use of my time right now?"

*Source: Alan Lakein, How to Get Control of Your Time and Life (New Jersey: New American Library, 1974).

APPENDIX E

FILM, "THE TIME OF YOUR LIFE"*

Alan Lakein's six suggestions from the film:

1. LIST GOALS, SET PRIORITIES.

2. MAKE A DAILY TO DO LIST.

   The 10-10 Rule of Planning

   Planning time at beginning (or end) of each day . . . same time each day.

   List contributory functions . . . focus on contribution, not activity.

3. PRIORITIZE: Start with A's not C's.

   On 5 x 3 card, write highest tasks on list in order of priority.
   Work through list in order.

4. ASK: "What is the best use of my time right now?"

5. DO IT ONCE: But do the 80% effective items, not "busy" work.

6. DO IT NOW

*Source: Alan Lakein, How to Get Control of Your Time and Life (New Jersey: New American Library, 1974).

TIME WASTERS FOR HEAD NURSES AND SUPERVISORS

1. Phone interruptions.
2. Lack of staff.
3. People interruptions.
4. "Crisis" management.
5. Demands from other departments.
6. Unplanned patient turnover.
7. No deadlines.
8. Unreal deadlines.
9. Emergencies.
10. Waiting for x-rays (nights, weekends).
11. Finding help for sick leave.
12. Procrastination.
13. Subordinate staff not planning and organizing.
14. Self and subordinate - take responsibility for own behavior.
15. Setting of priorities - self, subordinates.
16. Unpleasant tasks.
17. Lack of clear cut responsibility and authority.
18. Changes of assignment after tour begins.
19. Other departments changing schedule of patient treatment.
20. No buffer time.
21. Locating equipment when department is closed.
22. No support staff at weekends, holidays, evenings.
23. Lack of communication and understanding of priorities by support departments.

TIME WASTERS

1.	Too many reports	(12)	1
2.	Socializing	(12)	2
3.	Communication	(06)	8
4.	Failure to Plan	(05)	9
5.	Waiting for Others & Supplies	(08)	4
6.	Scheduling personnel for shifts	(01)	16
7.	Procrastination	(07)	6
8.	Failure to delegate	(08)	5
9.	Deciphering Dr. Orders	(01)	17
10.	Interruptions	(10)	3
11.	Misuse role of supervisor	(02)	14
12.	Indecisive	(04)	11
13.	Off-The-Job Problems	(02)	15
14.	Worrying	(03)	12
15.	Staff turnover	(05)	10
16.	Understaffed	(07)	7
17.	Shift change problem	(03)	13

ACTIVITY

1.	EN Duties	A
2.	Paperwork	A
3.	Patient Rounds	A
4.	Admit & Assign Patients	A
5.	Medications	C
6.	IV Therapy	C
7.	Department Rounds	A
8.	Assist where needed	B
9.	Patient Teaching	C
10.	Duplications	C
11.	Check OR List	C
12.	Recovery Room	A
13.	Care of Critically Ill	A
14.	Reports (Shift)	A
15.	Obtain Staff	A
16.	Running errands	C
17.	Tie up loose ends	B
18.	Staff Training	
19.	Relieve personnel	C
20.	Nursing Care Plans	C
21.	Redelgate Duties	A
22.	Follow up	B
23.	Phone Calls for Doctors	C
24.	Social Services	B
25.	Assist in DR	A
26.	Attend In-Service	B
27.	Cleaning Patient Room	C
28.	Labor Room	A
29.	Coronary Care	A
30.	Communicating with Departments	A
31.	Public Relations	
32.	Crisis	A
33.	Inhalation Treatments	C
34.	Set up traction	C
35.	Draw Blood	C
36.	EKG	C
37.	Personal Problems	A

TIME WASTERS N = 12

#1

1. Demands from other departments (3) - E
2. Fire-fighting (crisis) (6) - E
3. Lack of staff (2) - E
4. No support staff on weekends (1) - E
5. Interruptions (phone, personal) (9) - E
6. Waiting for others, materials (4) - E
7. Procrastination (8) - I
8. Frustration of not accomplishing goals (9) - I
9. Failure to delegate (5) - I

#2

1. Unrealistic goals and schedule (6) - I
2. Unplanned patient schedule (2) - E
3. Filing - in and out (3) - E and I
4. Unpleasant tasks (4) - I
5. Disruption of current plan (4) - E
6. Change of assignment (2) - E

#3

1. Uncomfortable environment (1) - E
2. Setting of priorities (0) - I
3. Locating equipment after department closed (4) - E
4. Bunch of keys (2) - E
5. Change in Nursing Supervisor's Manual (1) - E

APPENDIX D
FINAL EVALUATION FORM

CONFERENCE EVALUATION QUESTIONNAIRE

This questionnaire will give you a chance to react to the conference. Please record your answers on the IBM sheet provided, responding to each question by using the ratings as follows:

1--not at all; practically never.
2--somewhat; seldom.
3--moderately; sometimes.
4--considerably; often.
5--very much; almost always.

Example:

Question 1. If you were not at all satisfied with this conference, rate it 1 and blacken the space under 1. If you were moderately satisfied, rate it 3 and blacken the space under 3. If you were highly satisfied, rate it 5 and blacken the space under 5.

1. Overall, I am very satisfied with this conference.
2. The facilities in which this conference was conducted were excellent.
3. I learned a great deal from this conference.
4. The conference contributed significantly to my professional growth.
5. Conference staff displayed a clear understanding of conference topics.
6. The conference made excellent use of videotapes, films and overhead transparencies.
7. I found the lectures stimulating.
8. The strategies used in this conference were effective.
9. Handouts were valuable supplements to this conference.
10. Assignments were of definite instructional value.
11. Staff displayed sensitivity to individual interests and abilities.
12. Staff readily maintained rapport with conference participants.
13. The conference supplied me with many challenges.
14. The conference activities motivated me to do further independent study.
15. Each participant was encouraged to contribute to conference learning.

16. I am satisfied with my accomplishments in this conference.

17. Frequent evaluations were coupled with helpful feedback.

18. Everything possible was provided to help me learn.

19. Evaluations were creative and required personal involvement.

20. Staff helped to apply theory and knowledge to solve problems.

21. This conference caused me to reconsider many of my former viewpoints.

EVALUATION OF TIME MANAGEMENT WORKSHOP

Please circle one of the numbers on the 1 to 5 scale for each item below. 1 stands for disagree, 3 stands for agree moderately, and 5 stands for agree very much.

1.	Overall, I am very satisfied with this workshop.	1	2	3	4	5
2.	Overall, the organization of this workshop effectively contributed to my learning.	1	2	3	4	5
3.	The format of this workshop seemed appropriate for its objectives.	1	2	3	4	5
4.	The amount of material covered seemed just right.	1	2	3	4	5
5.	I thoroughly enjoyed this workshop.	1	2	3	4	5
6.	I learned a great deal from this workshop.	1	2	3	4	5
7.	This workshop has clearly stated objectives.	1	2	3	4	5
8.	The objectives allowed me to know when I was making progress.	1	2	3	4	5
9.	The workshop content was consistent with my prior expectations.	1	2	3	4	5
10.	The workshop content is pertinent to my professional growth.	1	2	3	4	5
11.	I can apply information and skills learned in the workshop.	1	2	3	4	5
12.	Workshop instruction displayed a clear understanding of the topics.	1	2	3	4	5
13.	Workshop presenter had an effective style of presentation.	1	2	3	4	5
14.	Workshop instructor seemed well prepared.	1	2	3	4	5
15.	This workshop included a sufficient number of practical exercises.	1	2	3	4	5
16.	There was sufficient time for questions and discussions.	1	2	3	4	5
17.	Assignments were interesting and stimulating	1	2	3	4	5
18.	Complexity and length of assignments were reasonable.	1	2	3	4	5
19.	The climate of the workshop was conducive to learning.	1	2	3	4	5
20.	Participants were encouraged to contribute to workshop learning.	1	2	3	4	5

APPENDIX E

EVALUATION OF OBJECTIVES

Evaluation of Objectives of the Time Management Course

If you can attain the following objectives, respond yes (✓); if not, respond no (✓).

	Yes	No
1. List orally four common misconceptions about time management.		
2. List orally and define the four major concepts used in time management (goals, priority, plan, delegate).		
3. Complete and analyze a time diary.		
4. Write job goal statements related to functions of your job.		
5. Use ABC technique in arranging goal statements in priority order.		
6. Identify three major time wasters on job and take steps to reduce these.		
7. Orally list four rules for delegating.		
8. Orally list three things that should not be delegated.		
9. Plan the implementation of a job goal.		
10. Prepare a written action plan to deal with the three most common problems arising in your job.		

Veterans Administration Hospital
Lincoln, Nebraska 68510

STATEMENT OF FUNCTIONS

NIGHT SUPERVISOR

The Night Supervisor is a registered professional nurse who is directly responsible to the Assistant Chief, Nursing Service and who acts for - and in the absence of - the Chief, Nursing Service on the night tour of duty, making administrative decisions as required and coordinating nursing with the other hospital services.

I. PATIENT CARE

1. Promotes high quality of nursing care.
2. Promotes a safe and comfortable environment.
3. Assists in making decisions involving patient care.
4. Offers emotional support to families of patients.
5. Meets the emergency needs of patients in the Out-patient department and Emergency Room.
6. Assists the nursing staff and physicians in emergency situations.

II. STAFF DEVELOPMENT

1. Assists in problem solving regarding
    a. Staffing
    b. Patient care
    c. Administrative policies
    d. Public relations
2. Evaluates performance and counsels appropriately.
3. Promotes self-directed study as well as hospital inservice education.
4. Supervises orientation of personnel to the night tour of duty.
5. Informs staff of changes in policies, procedures, etc.
6. Provides for continuity of programs on the various nursing areas.

III. ADMINISTRATION

1. Sets goals and objectives and establishes priorities for attainment.
2. Participates in
    a. Administrative meetings
    b. Nursing Service Systematic Review
    c. Multi-disciplinary planning

3. Participates in the formal evaluation of employees by

   a. Keeping Head Nurse informed of employees' performance.
   b. Reviewing Proficiencies and acting as Approving Official for the professional nurses on the extended night tour.

4. Make recommendations for changes in staffing, use of supplies, procedures, etc.
5. Coordinates nursing related activities with other hospital disciplines.

Evalyn B. Mortensen

EVALYN B. MORTENSEN, R. N.
Night Supervisor
Lincoln VA Hospital
March, 1976

"I fully support and seek ways to implement VA and public programs in equal employment opportunity, employment of veterans and handicapped, incentive awards, health and safety, cost effectiveness, sound position management, merit system, career development and training, upward mobility, and labor-management relations".

Reviewed – no changes required

Evalyn B. Mortensen RN
11/1/76

Reviewed - No changes required
Evalyn B Mortensen 11/1/77

APPROVED:

Dorothea D. Lasley
Chief, Nursing Service

Date: 3/12/76

Veterans Administration Medical Center
Lincoln, Nebraska

STATEMENT OF FUNCTIONS AND RESPONSIBILITIES

Evening Supervisor

OVERVIEW

The Evening Supervisor is a registered professional nurse who acts for, and in the absence of, the Chief of Nursing Service during the evening tour. She is directly responsible to the Assistant Chief of Nursing Service. She will act to make administrative decisions and to coordinate nursing activities with the other medical center disciplines.

She fully supports and seeks ways to implement VA and public programs in equal opportunity, employment of veterans and handicapped, incentive awards, health and safety, cost effectiveness, sound position management, merit system, career development and training, upward mobility, and labor-management relations.

FUNCTIONS

A. Patient Care

1. Insures comprehensive nursing care by making frequent rounds to assess and evaluate nursing activities.

2. Provides guidance as needed to achieve maximum care and a safe environment.

3. Strives to promote the primary care approach in all applicable situations.

4. Provides emotional support for patients and their families.

5. Assists in all emergent situations involving patients.

B. Administration

1. Develops goals and objectives and establishes priorities for attainment.

2. Participates in programs, formal and informal, to promote good public relations with patients, hospitals, and community.

3. Evaluates personnel performance and submits anecdotal notes to head nurses to keep them informed.

4. Supports nursing personnel in confronting staff who attempt to deviate from medical center policy.

5. Assists staff in use of various medical center manuals.

6. Makes necessary staff adjustments to provide best coverage possible for evening and night tours.

C. Staff Development

1. Evaluates performance and counsels appropriately.

2. Supervises orientation of personnel to evening shift.

3. Informs staff of changes in procedures, plans, and policies.

4. Encourages participation in workshops and seminars.

5. Promotes positive attitude toward continuing education and professional involvement.

6. Coordinates nursing related activities with other medical center disciplines.

7. Continually evaluates own performance.

Jean M. Greider R.N.
JEAN M. GREIDER, R. N.

Date October 23, 1978

APPROVED:

Dorothea G. Lasley
DOROTHEA G. LASLEY, R. N.
Chief, Nursing Service

Date 10/24/78

PROPOSAL FOR MANAGEMENT DEVELOPMENT

Submitted to

NURSING SERVICE - LVAMC

From

C H E P

Nursing Service requested CHEP to provide management training for Head Nurses and Supervisors. A proposal for determination of need was submitted and accepted by Nursing Service. CHEP then embarked upon the process of needs assessment by individually interviewing the Chief of Nursing Service, all Head Nurses, and Supervisors.

The objective of the needs assessment was to provide CHEP with informational input data from the respective training participants. The premise being that the most significant kinds of learnings that occur must be problem centered and perceived as such by the learner rather than the instructor. The problem then becomes intrinsically motivating to the learner and causes direction wherein the learner has internalized a responsibility for guiding and actively participating in the learning activity. The assessment of needs prior to designing an educational program is imperative if learning is going to be successful.

The needs assessment data collected and compiled enables CHEP to develop a suggested course of action designed specifically towards the unique needs of nursing and still appropriate to the institutional setting.

ASSESSED NEEDS:

A need can be defined as a discrepancy between what is and what should be. The needs assessment process provides a mechanism for obtaining input from the target audience to determine their educational/management training needs, and allows those needs to be translated into learning experiences/activities that can be utilized to remove the existing discrepancies.

A composite report of the needs assessment data suggested the following problem areas that would lend themselves to educational/training development activities. The five basic areas identified by nursing personnel were the following:

1. *Basic supervisory skills;*
2. *A need to organize and manage their time;*
3. *A need to do better performance appraisal counseling;*
4. *A need to understand basics of labor relations;*
5. *A need to improve interpersonal communication;*

These identified problem areas thus become the basis for recommending specific content, format, and methodology for providing learning experience to address these perceived needs.

Emphasis will be placed on translating educational/management needs into acceptable demonstratable skills required by job description and role expectation, but in congruence with the management philosophy of the Lincoln VAMC and Nursing Service.

COURSE GOALS:

Based upon the previously stated learning theory assumptions regarding how adults perceived their learning experiences to be meaningful and useful, CHEP proposes that the general goal of this management development thrust be directed towards assisting selected nursing personnel to become better qualified in fulfilling their management responsibilities in relationship to their assessed needs, job description, and role expectations within the organization as well as within their given area of responsibility.

Learning theory research had documented that the effectiveness of any learning activity rests upon several factors.

1. *Administrative support for course implementation;*
2. *Degree of achievement and compatibility of goal within Administration and Nursing Service's external parameters; and*
3. *Group understanding and consensus in objective formulation;*

It is the intent of CHEP to incorporate these factors into both the planning and implementation process to insure that the results obtained will be those that are desired.

The techniques to be utilized for achieving specific goal attainment in each section of the program will be built upon the appropriateness of the content of each part in relation to participant's skills, activities, internal-external dynamics, and the compatibility for expressing adaption and intervention in their organizational setting and work environment.

EDUCATIONAL PLAN:

The objective of course instruction is to send the participant back to his/her work setting with the following:

1. *Capability of performing management functions satisfactorily; and*
2. *Capability of improving their skill through further practice, evaluation, and modification.*

Five major areas have been identified through the needs assessment process as lending themselves to the implementation of a management development course for Head Nurses and Supervisors. They are as follows:

1. Basic Supervisory Skills - Motivational Dynamics - Purpose: To develop the managerial skills of selected personnel by interrelating motivational theory with practical work application.

   Content: *The Motivational Hypothesis*
   Understanding Individual Behavior
   Understanding Group Behavior
   Motivation and Management
   Productivity and Maintenance of Morale

Organizational Development - Strategies for Growth
Organizational Climate and Effective Supervision
Practicing Participative Management
Management of Change

2. Time Management - Purpose: To identify the internal and external variables that influence a Head Nurse or Supervisor's time.

Content: *Analyzing the organizational framework for planning, setting goals, delegating, prioritizing tasks, and identifying time wasters.*

3. Performance Counseling - Purpose: To relate this process to the training needs of the staff.

Content: *Incorporate counseling techniques, strategies for discipline, performance goal setting criteria as related to the total area function and staff career advancement.*

4. Labor Relations - Purpose: To increase understanding of the relationship existing between basic labor management and nursing contract.

Content: *Increase skills for identifying and selecting appropriate solutions to the following:*

Problems
Grievances
Subjectivity
Discrimination
Documentation in the context of the existing authority structure

5. Communications - Purpose: To build effective inderdepartmental and interpersonal communication.

Content: *Generalizing across a spectrum of situations and people the different ways of conveying the relationship of their specific management function to job description and role expectations.*

IMPLEMENTATION:

In order to bring about a successful program in management development, several considerations must be incorporated into the design of each component course. All participants in any learning activity will bring with them an array of experiences. It is necessary to capitalize on these experiences and therefore each course will be designed to be experienced-centered and perceived as meaningful to the learner, so that the individual and the group develop a vested interest in the solution of their problems rather than serving as "receivers" of information. In addition, the learner should feel psychologically free to look at their work experience, job description and functions, so that they may engage in the process of acquiring knowledge needed to bring about a change in their behavior or that of their respective staff.

In order that problems be problems to the learner, it is desirable that the organization of the learning activity be established by the participants. To this end, the CHEP Staff will incorporate the needs assessment results to specifically structure each segment of the total program to reflect the Nursing Personnel's stated needs, so that the final structure for each component will have been influenced by the participants.

CHEP recommends the following specific implementation guidelines which will allow for the presenting of a successful series of learning activities.

CLASS ORGANIZATION:

To achieve group cohesiveness, goal consensus and to maximize the benefits achievable in this management development course, the participants must be brought together to facilitate learning acquisition.

TIME LINE:

An ideal time line would be sequenced over a 6-month period, ranging from 2- and 4-hour segments held at a given hour per week. However, a feasible schedule will need to be negotiated with Nursing Service to allow for consideration of vacations, high-low patient census, etc cetera. Additionally, perhaps, negotiating a separate time line for each of the 5 major sections might be more conducive to class and participant scheduling.

COURSE INSTRUCTORS:

CHEP will select content instructors. Criteria for selection will be dependent upon the instructor's expertise in the given subject area.

COURSE EVALUATION:

Dependent upon the variables to be measured, CHEP will maintain flexibility in the selection and utilization of various evaluation strategies.

COMMITTMENT:

Nursing Service agrees to schedule participants so that they may complete the course in entirety, and implement the course content in their areas as part of the application of their

Your signature will indicate the willingness and commitment of Nursing Service to activate course implementation as proposed.

Signature:_____ Date:_____

Title:_____